

Self-Evaluation Model Management Inclusive Education in Primary School District Bantul Yogyakarta

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Abstract

The research aims to find out the Self-Evaluation Model Management Inclusive Education in Elementary School Bantul Yogyakarta. Variables that will be revealed include: institutional, learning curriculum and evaluation, workforce, student affairs, infrastructure, and financing. Subjects were teachers, principals and committee inclusive education in primary school Bantul district. The total population was all Inclusive Elementary Schools located in Bantul district consisting both public and private elementary Inclusive schools.

Type of evaluation research was the survey held in April-October 2013. The technique of collecting data included questionnaires: interview, observation, and documentation. Data analysis technique used integrated or simultaneous quantitative and qualitative descriptive approach.

The results of the study revealed clearly and operational condition of the success of inclusive elementary schools, indicated by: (1) institutional, (2) curriculum, (3) staffing, (4) student, (5) infrastructure, and (6) financing, implementation and management success Inclusive Elementary School Principal in Bantul Yogyakarta.

Keywords: *self-evaluation model, Inclusive Education, Management.*

Introduction

School management will be effective and efficient if it is supported by human resources professionals to operate the school, the curriculum appropriate to developmental level and student characteristics, capabilities and the commencement of the era of reform and togetherness globalization competitive life, It requires an effort to improve the quality of education especially in the field of education inclusive programs in Indonesia, so as to bring a new phenomenon in the field of inclusive education items, namely the Emergence of implementation of primary education which is called inclusive elementary School.

There are a number of indicators that should be a concern for the educational unit of inclusive education providers, namely institutional indicators, curriculum and learning, workforce, student affairs, facilities and infrastructure, and financing.

Each indicator needs to be developed a number of items that can be used in the educational unit to conduct self-assessment. From the results of self-assessment, the school can determine its position as inclusive school education providers. The reality shows the inclusion of the current elementary school is now widely established in Bantul but there are still many weaknesses and shortcomings, particularly in the management: eg institutional management, curriculum and learning and evaluation, workforce, student affairs, facilities and infrastructure, financing.

Existing workforce management in inclusive elementary schools in Bantul shows that most schools do not have a special teachers (not teacher visits from Special Schools) are specifically assigned and appointed as special teachers of school inclusion. Schools do not have to accompany the Teachers Help Children

with Special Needs in the following study (in addition to special teachers and teacher Persistence). Inclusive schools are generally not provided with professional teachers to assist children with special needs who experience barriers to learning, such as physicians, psychologists, therapists, coaches and others.

Information obtained from teachers and school employees inclusive, when the school received a new student, school never made the identification and assessment for all students who enrolled in any admission of new students. In Bantul, the school does not yet have the tools/instruments specifically used for the identification and assessment. In the interests of other schools never do discussion meeting (conference cases) to follow up the results of the identification and assessment.

Funds Operational funding to support inclusive education, particularly in the Plan Budget of the School, are generally not entered a financing component for the implementation of inclusive education programs. School never received special subsidies from the government (central, provincial, and district/city) for the development of inclusive education. On the other side of the school that specializes in raising funds from the public/donors/philanthropists/social institutions (local, national, international) to support the development of inclusive education program, if this is done continuously, it will increase the burden of the parents or the community.

This study aims to: (1) determine the implementation of Self-Evaluation Model Management of Successful Inclusive Education in Primary Schools Bantul district, seen from the planning, implementation, evaluation, institutional, curriculum and learning, workforce, student affairs, facilities, funding, (2) examine design or design management evaluation model of inclusive education in primary school Bantul that includes institutional, curriculum and learning, workforce, student affairs, facilities and infrastructure, financing, (3) test the success of inclusive education management models include:

self-evaluation management, institutional management, curriculum, learning, workforce, student affairs, facilities, and financing.

Analysis of the theory examines books General Guidelines for Inclusive Education (Depdiknas, 2009) components or the scope of management education inclusion model development discussed in this study, consists of variables: (1) institutional, (2) learners, (3) curriculum, learning and evaluation, (4) energy, (5) students, (6) infrastructure, (7) financing.

Management of students organizes a variety of activities aimed at learners to learning in school activities can run smoothly, orderly, and organized, and achieve the desired goals, including: (a) the admission of new students, covering aspects of the identification, assessment and placement of students, (b) guidance and counseling programs, (c) grouping of learners, (d) the presence of students, (e) transfer students, (f) board statistics that describe students holistically about student database, (g) students holding books.

Acceptance of new students in inclusive schools should provide opportunities and opportunities for children with special needs to be accepted and enrolled in inclusive schools nearby. For the first phase, in order to facilitate the management of the class, each class inclusion should be limited to no more than 2 (two) types of specificity, and the second number is not more than 5 (five) learners.

Learning activities are at the core of the management of the school, therefore all other supporting activities should be directed to the creation of an active learning environment, innovative, creative, effective, and fun (*PAIKEM*). Learning management can be done through: (a) describe the educational calendar, (b) scheduling and division of tasks to teach a lesson, (c) manage the implementation programming semester teaching and lesson preparation, (d) oversee the implementation of curricular and extracurricular programming, (e) set the assessment, (f) oversee the implementation of the increase in class, (g) make learners' learning

progress reports, (h) arranging remedial and enrichment instruction.

Education personnels are in charge of organizing the activities of teaching, training, researching, developing, managing, and/or provide technical services in the field of education. Educational personnels at the school include educators (teachers), educational unit managers, librarians, laboratory assistants, and technicians learning sources. Teachers involved in inclusive schools are classroom teachers, subject teachers and special teachers.

Management of education personnel includes: (a) an inventory of employees, (b) proposing the formation of an employee, (c) proposing the appointment of staff members, (c) promotion, (d) periodic salary increases, (e) mutation, (f) regulating the division of tasks. The specificity of management educators in school settings inclusion is in the division of tasks and work patterns among special teachers with regular teachers.

Children with special needs require infrastructure in the learning process of inclusion. They include: (1) the blind/low vision; glasses, telescopes, riglet, Braille, Braille typewriters, (2) hearing impairment; hearing aids, level gauges hearing, Indonesian dictionary signaling system, (3) mental retardation and learning disabilities; teaching and learning aids; (4) quadriplegic, such as: ramp (sloping floors instead of stairs), wheelchair (5) gifted (gifted and talented) various other means such as reference books, practical tools, laboratory, art tools and adequate exercise to satisfy the curiosity and interests of gifted children.

Production cost component is the component that determines the implementation of learning activities with other components. Therefore, any activity undertaken in school needs costs. In the framework of the implementation of inclusive education, special funds should be allocated, among others for the purposes of: (a) the identification and assessment of learners with special needs, (b) modifications to the curriculum, (c) incentives for education personnel

involved, (d) the provision of facilities - infrastructure, (e) the implementation of activities.

In the implementation, financial management also includes financial management adheres to the principle of separation of duties and functions as: (a) otorisator, (b) ordonator, and (c) the treasurer. Otorisator is the official authorized to take actions that result in revenue and expenditure budgets. Ordonator is the competent authority to test and ordered the payment for any actions taken based on predefined authorization. Treasurer is authorized to make official receipt, storage, and spending money, and are required to make calculations and accountability.

Self-evaluation is a process to identify and describe the strengths and weaknesses of the institution itself as a provider of inclusive education by using specific instruments. Self-evaluation can also be done to identify and describe the opportunities and challenges of the institution so that it can be used as a reference to develop institutions in the implementation of inclusive education.

Monitoring and Evaluation of school self-inclusion in the model is the development of inclusive education. In one unit, there are two things: the process of identifying indicators of the implementation of inclusive schools as to find out what is out there, what has been done, what is not there , and what has not been done in the implementation of inclusive education in each educational unit. Monitoring and self-evaluation are expected to be used for self-improvement and coaching materials from related parties in developing inclusive education, especially in elementary school inclusion Bantul.

By observing Inclusive Education Implementation Guidelines for Management of the Directorate of Special Schools, Directorate General of Primary and Secondary Education Ministry of Education (2007) the importance of monitoring and self-evaluation is carried out to: (a) know the power of the unit and the lack of education as inclusive education

providers, (b) determine the position of the current school (level of performance) compared to the ideal position organizers expected as schools for inclusive education, (c) assist the educational unit in order to improve the quality of process outputs based education and inclusive education, (d) assist the Department of Education and the school Trustees in order to develop inclusive school, (e) encourage schools to improve school performance inclusive, (f) as part of the ongoing development of the school by the Education Department.

Models are offered in the implementation of monitoring and evaluation in the development of this research. This includes: (a) the end of each school year to evaluate themselves using the self-evaluation instrument that has been available, (b) charging instrument made by the school, in which case the Principal can be assigned to the program coordinator inclusion (if available), (c) if there is no inclusive program coordinator, the school can assign certain teachers in charge of stuffing the self-evaluation instrument, (d) self-evaluation instrument shall be filled in accordance with the facts available at the school and sought no question items that are not filled (unless it is a fact on the ground is not available), (e) an instrument that has been filled, then the scoring is done by using a scoring guide that has been there, (f) the results of scoring compared to the ideal score per indicator and scores ideal total all indicators, (g) the scores achieved as a school position organizers describe inclusive education (comparison between the scores obtained with the expected maximum score), (h) based on the results of the scoring, made the annual reports of school performance inclusive education providers, (i) indicators appears to be still far from the ideal score, should be the concern of the school to make improvements, so that the next year can be improved to achieve the expected ideal score.

From the observation of Inclusive Education Implementation Guidelines for Management of the Directorate of Special Schools, Directorate General of Primary

and Secondary Education Ministry of Education (2007) follow-up monitoring and self-evaluation in these ways: (a) self-evaluation results should be reported to the supervisor (District Education Office/City local and school Supervisors and school Committee), (b) at the level of school self-evaluation results are discussed in the board meeting school teachers so as to know where the drawbacks and which are already well underway. Opportunities and challenges faced can be identified as material to overcome the existing deficiencies, (c) the principal holder of the key to success is self-evaluation program and follow-up. Inclusive coordinator should play an active role in realizing the implementation of inclusive education effective and efficient.

Evaluation model was designed to be used to evaluate a program. Experts have been trying to design evaluation evaluation model that can be used by the evaluators. Kaufman & Thomas (2008) states that there are eight models of evaluation in general. The eight models of evaluation are: (1) a model of formative-summative scriven, (2) the model CIPP, (3) model of CSE-UCLA, (4) Stake's countenance model / model sightings, (5) model of goal attainment Tyler, (6) provus gap models, (7) Scriven's goal-free models, (8) Stake stake responsive model. According to Kaufman models in the evaluation seems to vary, but in principle all of these models have the same goal: with regard to decision-making. The selection of an evaluation model depends on the purpose statement developed researchers.

There are a lot of program evaluation models used by experts. One is a model CIPP (Context - input - process - product). This model was developed by Stufflebeam, CIPP Model by Stufflebeam (1986). CIPP model saw the four dimensions of context dimensions, the dimension of input, process and product dimensions.

The evaluation includes an analysis of the context of issues related to the environment or conditions of the program to be carried out objectively. It contains analysis of the strengths and weaknesses of

a particular object. Stufflebeam, (1986) stated that the focus of the evaluation context as institutions that identify opportunities and assess needs. A requirement is defined as a gap (discrepancy view) between real conditions (reality) with the expected conditions (ideality). In other words, the evaluation context associated with the analysis of the strengths and weaknesses of the problems specific object to be or underway. Evaluation contexts provide information for decision makers in planning a program that will be on going. In addition, the context is also intended to how rational a program. This analysis will help in planning decisions, set goals and formulate more targeted programs and democratic. The evaluation context is also needed for proper diagnostics available that do not cause long-term loss (Isaac & Michael, 1982).

Evaluation includes analysis of personal input regarding how the use of available resources, alternative strategies should be considered to achieve a program. Identify and assess the capabilities of the system, an alternative program strategy, design procedures for strategy implementation, financing and scheduling. Evaluation useful input to guide the selection of the program strategy specifies procedural design. Information and data collected can be used to determine the source and the limitations of existing strategies. The fundamental question is how to plan the use of existing resources as an attempt to plan an effective and efficient program.

The evaluation process is an evaluation that is designed and applied in practice implementation activities. This includes identifying problems either procedure management of events and activities. Each activity is monitored changes that occurred in an honest and careful. Recording daily activity is so important because it is useful for decision makers to determine the follow-up refinement. Besides, the record would be useful to determine the strengths and weaknesses or program when found associated with the output. The main

objective of evaluation process as proposed by Silverius & Suke (1991), includes: (a) identify the weaknesses during implementation include good things to be maintained, (b) obtain information about the decision taken, (c) maintain records of field about important issues when implementing implemented.

Evaluation is a collection of product descriptions and "outcomes judgment" in relation to the context, inputs, and processes, then interpreted prices and services rendered (Stufflebeam, 1986). Product evaluation is an evaluation measure of success in achieving objectives. This evaluation is a record achievement of outcomes and decisions for improvement and actualization. Product evaluation activity is measuring and interpreting the results that have been achieved. The measurement was developed and administered carefully and thoroughly. The accuracy of the analysis will be the conclusion and suggestions filing suit eligibility standards. Broadly speaking, the product evaluation activities include goal setting activities of operational programs, measurement criteria that have been achieved, comparing between the ground reality with the formulation of objectives, and formulate a rational interpretation.

Analysis of this product required a comparison between the objectives, set out in the draft with the results of the program are achieved. Results were considered to be test scores, percentage, observation data, the data diagram, sociometry and so on which can be traced relation to the objectives in more detail. Further qualitative analysis of why the result is like that. The decisions that are taken from the assessment of the implementation of the program at each stage of the evaluation are classified into three categories, namely low, moderate, and high. Joseph, Farida, T. (2000) CIPP Model is a model that is oriented to the holder of the decision.

Evaluation model in this research is to use the model developed Stufflebeam CIPP. It is expected that by using the CIPP evaluation model will be obtained as input information to the parties involved in the

management of the program's success Self-Evaluation Model Management Inclusive Education in Elementary School Bantul.

To reveal the effectiveness of the model, Margaret Mc Laughlin, (2003) investigated the effectiveness of management model of practice education for children with special needs. This model helps improve service management students with special needs achieve a better educational inclusion. Jenny Corbett, (1999) mentions the case of inclusive education for children with special needs affects the whole of the EU to create a range of effectiveness of educational services. Jon Reyhner (1992) stated that students can not be assimilated into the Euro-American, because of the influence of the dominant culture to achieve success in school.

Mupinga (2004) reported that in the community, a very effective model of inclusive education serving system; self-employment is more frequently used services of students with special needs in the countryside, rather than serving the people who live in urban areas. This gives the reference model of effective educational services, although students with special needs who live in rural areas, if given the opportunity for education is given in accordance with their potential, they will be able to thrive and have the knowledge to be able to live independently in their environment.

A wide variety of research results described above provide a discourse to create a model of inclusive education to be conducted by researchers, particularly inclusive education for children with special needs in elementary school. The study was designed in the model of inclusive education that starts with socialization in elementary school, the implementation of inclusive education model development around the child's special needs.

Methods

The variables expressed in this research include: (1) Institutions, (2) curriculum, learning, and evaluation, (3) Man Power, (4) Student, (5) facilities and

infrastructure, (6) financing. Location and Subject Research: (1) Research Area: Bantul Yogyakarta Special Region (2) the subject of research: (a) classroom teachers and special teachers in inclusive primary school, (b) Elementary Principal inclusive, (c) the school committee, (d) education department officials and supervisors Elementary School. Data collection instruments: (1) interview guide and observation, (2) a set of modules implementing the model, (3) a set of test tools and questionnaires.

Evaluation Standards; based formulation of the Joint Committee in the formulation of standard setting evaluation is divided into four categories. Standards such evaluations. In connection with this study, are: First, the benefit (utility) that refers to the client and the audience that will utilize the results of the program evaluation as stated clearly in the introduction; Second, feasibility which refers to the standard procedure of evaluation and practical independence who does not have a negative impact on the implementation of inclusive education process in schools such as the disruption of Bantul Regency learning activities and so on; Third, the suitability (propriety) refers that the evaluation is done legally, ethical, honest, complete, and supports the interests of all parties involved in the evaluation, and the fourth, accuracy/precision refers to the skill and reliability of instruments, data analysis, the use of qualitative analysis software and information and decision-making at each stage of the evaluation.

Data Analysis Techniques; evaluative research generally aims to provide recommendations to the organizers of the program. The recommendations are of course based on data or information obtained from both the field coming from a place, person, or documents. Information or data which are then given treatment or better known as data processing. Suharsimi Arikunto and Jabar (2008) says that data processing is a process of changing the form of the data obtained, usually still contained in the instruments or notes made researchers

(evaluator), into a presentation of data that can be inferred and interpreted.

As described in the research instrument, data or information obtained in this evaluation study came from three sources: (1) the document is a requirement that the administration of a program, (2) a questionnaire distributed to the three speakers (principals, school committees, and teacher), (3) interviews with three of the speakers.

Because this study is a model evaluation study, therefore the data collected simultaneously analyzed with descriptive quantitative and qualitative techniques. Quantitative data were analyzed descriptively with *SPSS*, while qualitative data were analyzed interactive model.

1. Data Institutional Conditions

Data shows, schools generally have a special manager with a license completeness scores are presented in 249 (84 %) , special programs manager 255 (75 %) , inclusion programs 259 (79 %) , the coordination of the other party 256 (76 %) , the involvement of experts 254 (74 %) , written report 242 (62 %) in inclusive programs generally already well underway. Inclusive program managers reflected in the organizational structure of the school. Generally, the school has not organized outreach to the school community about the implementation of inclusive education. School does not have planning inclusive programs written in the form of a long-term program, or a medium, or short-term. Schools have been coordinating with relevant parties (such as teachers, staff, school committee, parents, experts) in the implementation of inclusive education. Generally, schools have not done periodic monitoring and evaluation of the implementation of inclusive education programs. Schools involved in the administration of Specialty Schools inclusive education. Schools generally have an agreement with an outside party school (eg Universities, Specialty Schools, health centers/doctors, psychologists, disability organizations, etc.). For the implementation of inclusive education. School always make a written report (annual) on the

implementation of inclusive education to be delivered to stakeholders, such as the Department of Education, Youth and Sports Bantul.

2. Condition Data Curriculum, Learning, and Evaluation

The curriculum is arranged in units of education has made adjustments to accommodate the service needs of children with special needs in inclusive education settings depicted as follows: Training curriculum Children with Special Needs 281 (82 %) seem to be more suit the needs of Children with Special Needs 260 (76 %), 258 instructional media (75 %), enrichment programs 264 (76 %), compensatory program 257 (73 %), reports the results of study 262 (78 %). School to socialize and /or modification of curriculum for the training of teachers at the school. Syllabus made was adjusted to accommodate the needs of children with special needs in inclusive educational settings. For instance Plans Education Program created by the teacher was adjusted to accommodate the needs of children with special needs in inclusive educational settings.

Every Child with Special Needs in inclusive schools has created an individualized education program in accordance with the results of the assessment. Schools involve parents Children with Special Needs in the planning and/or execution and/or evaluation of learning Children with Special Needs. Schools involve other experts (such as doctors, psychologists, teachers Special School, Guidance and Counselling teachers, subject teachers) in the preparation of individualized education program. Generally, schools do not yet have adequate special education administration for Children with Special Needs.

Interestingly, teachers arrange the seating of students who have children with special needs acquire ease in following the learning process in the classroom. Teacher provides specialized instructional media and tools in accordance with the limitations and needs of children with special needs. Generally the teachers have not applied the principles of adaptive learning and flexible

to the individual needs of children with special needs in each classroom. The teacher has not collaborate with other teachers to facilitate the carrying out of learning in which there are children with special needs.

Children with Special Needs has been getting tasks (eg, homework) that are tailored to the needs of children with special needs in the implementation of learning. Most teachers have not set a minimum standard completeness for Children with Special Needs. There are some teachers to make modifications in the assessment of learning outcomes for Children with Special Needs. Teachers provide extra special time for children with special needs outside of instructional hours scheduled to provide remediation. Teachers provide enrichment programs for children with special needs that have the potential of intelligence and/or special talents.

3. Data Staffing Conditions

Most workers do not have a Master's Special Advisor (not the itinerant teacher of Special Schools) are specifically assigned and appointed as special teachers of inclusive schools. To meet the needs of school teachers to present Teacher Persistence of Special Schools nearby to help Children with Special Needs in to keep learning. To meet the inclusion teacher schools often provide special financial support for the existence of Special Advisor or Master Teacher and Teacher Visit the Help.

Conditions workforce inclusive primary school in Bantul area is: Teacher Special Advisor 264 (84%), being of 253 experts (75%), teacher competence Children with Special Needs 252 (75%), inclusion teacher training 258 (76%), inclusion teacher experience 253 (75%), inclusion teacher assignments expense 261 (76%). For schools who are able, on the other hand provide professional non-school teachers to help children with special needs who experience barriers to learning (eg, physicians, psychologists, therapists, social workers, coaches, etc.).

If yes, whether their presence in regularly scheduled school. Schools

provide special financial support for the existence of the non-teacher professionals. Teachers and school employees have earned inclusion debriefing (socialization, training) regarding the implementation of inclusive education.

Debriefing (socialization, training) is given by those who are competent and/or professional. Teachers in inclusive schools are generally not skilled in managing schools and inclusive education programs. Teachers in inclusive schools generally feel still need additional briefing or training on inclusive education. Most inclusive primary school in Bantul district teachers have not had a background in educational psychology and/or education.

4. Conditions of Student Data

In the new school admissions inclusion in Bantul district provides special quotas (special seats) for Children with Special Needs. Total quota/special seats for children with special needs more than one child for each study group. But the school has not made the process of identification and assessment for all students who are enrolled in any admission of new students. Because the school does not have the tools/instruments that are used specifically for the identification and assessment. Conditions of inclusive elementary school student in the Bantul area is: Children with Special Needs admissions 272 (83%), identification and assessment 254 (75%), involvement of experts 261 (77%), personal data of students 253 (75%), work-Children with Special Needs students work 262 (76%), counseling students with Special Needs Children 256 (75%).

When the implementation of new admissions, school requesting information and/or charging of data about the state Children with Special Needs Children with Special Needs to parents concerned. Schools keep records/administration in an orderly manner on the results of the identification and assessment. Furthermore, the school held a meeting discussion (case conference) to follow up the results of the identification and assessment.

For the purposes of selection of students, the school brings outsiders (such

as physicians, psychologists, ortopedagog, special teachers, parents, children with special needs, etc.) in a case conference. Schools ask for the assistance of a psychologist to perform psychological tests (such as IQ tests, personality, talents and interests, etc.). Teachers use the data on identification and assessment for learning purposes and/or coaching special talents Children with Special Needs.

In other activities the school provides talent development program specifically for children with special needs. Schools provide specialized support personnel and/or special facilities and/or special charges for the implementation of coaching talent and interest in children with special needs. Schools often do promotions for his accomplishments or the works of children with special needs in a variety of forums and/or specific occasion.

5. Condition Data Infrastructures

The results showed; most buildings and physical environment inclusive schools has not styled and tailored to the conditions of children with special needs so that the accessibility and mobility of children with special needs have difficulty. Most schools do not yet have the means library and/or laboratory accessible to children with special needs. These buildings are not equipped with special facilities and infrastructure for Children with Special Needs. Data shows; special space inclusions 262 (82%), accessibility of Children with Special Needs 253 students (75%), inclusion of infrastructure 242 (64%), means of transportation Children with Special Needs 252 (75%), Internet network 258 (78 %), the multi-media chamber 254 (76%).

School does not have the means/media specific learning Children with Special Needs in accordance with the needs of blind children, deaf speech, mental retardation, and so forth. But on the other side of the school has had the internet that can be used to support student learning. The school has had a multi-media space that allows each student to learn more optimally.

6. Financing Condition Data

In Budget Plan Schools, most schools have incorporated components of the financing for the implementation of inclusive education programs. For example, components of investment (construction of buildings, purchase of equipment, vehicles, etc.). Including operational components (eg stationery, training, data collection, meetings, materials, etc.). Components of salary and/or pay special (eg Teacher Supervising Special allowances, special fees, transportation, incentives, etc.).

In terms of financing primary schools in Bantul inkusi show: Implementation Plan Budget Expenditure School 262 (82%), circulating funds 255 schools (77%), source/subsidy fund 252 (75%), a special fund 262 parents (82%), financial operations 256 (77%), financial statements 253 (76%).

Most schools receive a special subsidy from the government (central, provincial, district/city) for the development of inclusive education. On the other hand the school received a special donation from the public/private sector to support the implementation of inclusive education, and get-it specifically financial support from parents Children with Special Needs.

To help finance the School Committee to allocate special funds for the implementation of inclusive education programs. Schools provide special fund raising from the public/donors/philanthropists/social institutions (local, national, international) to support the development of inclusive education.

Discussion

Generally inclusive elementary schools in Bantul district has had a license or other certificate as the cornerstone of inclusive education providers: Office, Department of Education, Youth and Sports Bantul District, Department of Education, Youth and Sports Department of the local sub-district, and Principal/School Committee.

Data shows, schools generally have a special manager (coordinator) inclusive

program. Inclusive program manager (coordinator) is reflected in the organizational structure of the school. Generally, the school has not organized outreach to the school community about the implementation of inclusive education. School does not have planning inclusive programs written in the form of a long-term program, or a medium, or short-term. Schools have been coordinating with relevant parties (such as teachers, staff, school committee, parents, experts) in the implementation of inclusive education.

Generally, schools have not done periodic monitoring and evaluation of the implementation of inclusive education programs. Schools involved in the administration of Special Schools inclusive education. Schools generally have an agreement with an outside party school (eg Universities, Specialty Schools, health centers/doctors, psychologists, disability organizations, etc.) for the implementation of inclusive education. School always make a written report (annual) on the implementation of inclusive education to be delivered to stakeholders, such as the Department of Education, Youth and Sports Bantul.

The curriculum is arranged in units of education has made adjustments to accommodate the service needs of children with special needs in inclusive educational settings. School to socialize and/or modification of curriculum for the training of teachers at the school. Syllabus made was adjusted to accommodate the needs of children with special needs in inclusive educational settings. For example, Plan Learning Program created by the teacher was adjusted to accommodate the needs of children with special needs in inclusive educational settings.

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doctors, psychologists, special educators, teachers Counseling, subject teachers) in the preparation of individualized education program. Generally, schools do not yet have adequate special education administration for Children with Special Needs.

Interestingly, teachers arrange the seating of students who have children with special needs acquire ease in following the learning process in the classroom. Teacher provides specialized instructional media and tools in accordance with the limitations and needs of children with special needs. Generally the teachers have not applied the principles of adaptive learning and flexible to the individual needs of children with special needs in each classroom. The teacher has not collaborate with other teachers to facilitate the carrying out of learning in which there are children with special needs.

Children with Special Needs has been getting tasks (eg, homework) that are tailored to the needs of children with special needs in the implementation of learning. Most teachers have not set a minimum standard completeness for Children with Special Needs. There are some teachers to make modifications in the assessment of learning outcomes for Children with Special Needs. Teachers provide extra special time for children with special needs outside of instructional hours scheduled to provide remediation. Teachers provide enrichment programs for children with special needs that have the potential of intelligence and/or special talents.

On the other side of the school to provide compensatory services (eg, orientation and mobility for blind braille writing, sign language for the deaf community development, building self (*binadiri*) for mental retardation, *bina* motion (*binagerak*) for quadriplegic, behavior modification for deviant behavior (*tunalaras*) and Autism, etc.) for Children with Special Needs in accordance with their needs. School has been providing a special report learning outcomes for students with Special Needs Children outside study reports the results of a general nature applicable to all students.

Most workers do not have a Master's Special Advisor (not the itinerant teacher of Special Schools) are specifically assigned and appointed as Special Advisor inclusive school teacher. To meet the needs of school teachers to present Teacher Persistence of Special Schools nearby to help Children with Special Needs in to keep learning. To meet the inclusion teacher schools often provide special financial support for the existence of Special Advisor or Master Teacher and Teacher Visit the Help.

For schools who are able, on the other hand provide professional non-school teachers to help children with special needs who experience barriers to learning (eg, physicians, psychologists, therapists, social workers, coaches, etc.). If yes, whether their presence in regularly scheduled school. Schools provide special financial support for the existence of the non-teacher professionals. Teachers and school employees have earned inclusion debriefing (socialization, training) regarding the implementation of inclusive education.

In the new school admissions inclusion in Bantul district provides special quotas (special seats) for Children with Special Needs. Total quota/special seats for children with special needs more than one child for each study group. But the school has not made the process of identification and assessment for all students who are enrolled in any admission of new students. Because the school does not have the tools/instruments that are used specifically for the identification and assessment.

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For the purposes of selection of students, the school brings outsiders (such as physicians, psychologists, ortopedagog, Special School teachers, parents Children

with Special Needs, etc.) in a case conference. Schools ask for the assistance of a psychologist to perform psychological tests (such as IQ tests, personality, talents and interests, etc.). Teachers use the data on identification and assessment for learning purposes and/or coaching special talents Children with Special Needs.

In other activities the school provides talent development program specifically for children with special needs. Schools provide specialized support personnel and/or special facilities and/or special charges for the implementation of coaching talent and interest in children with special needs. Schools often do promotions for his accomplishments or the works of children with special needs in a variety of forums and/or specific occasion.

The results showed; most buildings and physical environment inclusive schools has not styled and tailored to the conditions of children with special needs so that the accessibility and mobility of children with special needs have difficulty. Most schools do not yet have the means library and/or laboratory accessible to children with special needs. These buildings are not equipped with special facilities and infrastructure for Children with Special Needs. School does not have the means/media specific learning Children with Special Needs in accordance with the needs of blind children, deaf speech, mental retardation, and so forth.

On the other hand the school has had the internet that can be used to support student learning. The school has had a multi-media space that allows each student to learn more optimally.

In Budget Plan Schools, most schools have incorporated components of the financing for the implementation of inclusive education programs. For example, components of investment (construction of buildings, purchase of equipment, vehicles, etc). Including operational components (eg stationery, training, data collection, meetings, materials, etc.). Components of salary and/or pay special (eg Teacher Supervising Special allowances, special fees, transportation, incentives, etc.).

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